

# Settling Kansas

## 7<sup>th</sup> Grade

Developed for  
Security Benefit/Kansas Historical Society  
“Using Primary Sources” 2010

By LeAnn Rottinghaus  
Rock Creek Junior/Senior High, USD 323, St. George

### Overview:

The purpose of this lesson is to help students understand the pull factors that brought immigrants to Kansas, where groups of immigrants settled, and how propaganda influenced immigrants to come to Kansas. The lesson uses primary sources from *Kansas Memory* and is written for three class periods.

### Standards:

Kansas History

4<sup>th</sup> grade Benchmark 2, Indicator 1: The student compares the various reasons several immigrant groups settled in Kansas (e.g., English, German-Russian, French, Swedish, Czechoslovakian, Croatian, Mexican, African American, Vietnamese).

Reading

7<sup>th</sup> grade Benchmark 4, Indicator 15: The student distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.

Common Core Reading:

RH. 6-8.6: The student identifies aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Writing

7<sup>th</sup> grade Benchmark 3, Indicator 10: The student writes with an awareness of purpose and audience (e.g. letters, reports, directions, graphics, charts, maps, tables, brochures, electronic presentation, newsletters, job searches, memos, e-mails). (Voice: prewriting, drafting, revising: NETP).

Common Core Writing:

WHST.6-8.4: The student produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Objectives

#### Content:

- The student will define immigrant.
- The student will define pull factor.
- The student will define propaganda.
- The student will identify the pull factors to Kansas.

## Skills:

- The student will evaluate agriculture reports examining the placement of immigrants.
- The student will evaluate agriculture reports examining the most common crop for specific counties.
- The student will analyze propaganda photos used to bring immigrants to Kansas.
- The student will evaluate a map showing foreign settlement in Kansas.

## Essential Questions:

- What were the pull factors that brought immigrants to Kansas?
- How could propaganda posters influence immigrants to come to Kansas?

## Activities

### Primary Source Documents:

- **Reports of the Kansas State Board of Agriculture**, (Starting on page 44 in the 1875 Centennial section.) [kansasmemory.org/item/210899/page/2231](http://kansasmemory.org/item/210899/page/2231)
- **1894 Map of Foreign Settlements in Kansas** [kansasmemory.org/item/220778](http://kansasmemory.org/item/220778)
- **“Drouthy Kansas”** [kansasmemory.org/item/208096](http://kansasmemory.org/item/208096)
- **“Exaggerated Postcard”** [kansasmemory.org/item/254](http://kansasmemory.org/item/254)

### Day 1

1. Write the question “If you could live any place in the world, where would you live and why?” on the board.
2. Have students write their answers on a blank sheet of notebook paper in pen making sure to tell them to write legibly and to not put their name on it.
3. When all students are done writing have them wad up the paper into a ball and toss the paper to the front of the room at the same time. Students then pick up one of the papers making sure to not let other people know if it is their own paper or not.
4. Have students take turns reading aloud the information on the paper. List all the places on the board. (You could also mark the places on a world map and make places that are mentioned more than once larger.) After all students are finished reading, make a list of all the reasons why each place was selected.
5. Discuss what reasons they have in common. These reasons are called “pull factors”. Have students think about a definition for “pull factor” individually, and then have students come up with a classroom definition for “pull factor”.
6. Write the term “immigrant” on the board. Have students discuss what they think immigrant means.
7. Have students choose an immigrant group from a list (German, Russian, Irish, English/Welsh, Czechoslovakia, Scottish, French and Italian) to represent themselves. State that these are the primary groups that came to Kansas in the 1800’s from Europe.
8. Give each student a copy of **Kansas Counties Map**. Have students divide their map into four quadrants (Northeast, Northwest, Southeast, Southwest) and choose five different counties with a least one from each quadrant.
9. Distribute a copy of **Immigrants to Kansas** worksheet to each student.
10. Students will use the 1875 **Reports of the Kansas State Board of Agriculture** [kansasmemory.org/item/210899/page/2231](http://kansasmemory.org/item/210899/page/2231) starting on page 44 of the 1875 Centennial found between 1875 Volume 4 and 1876 Volume 5 to complete the worksheet. This information will help the student determine, as an immigrant, what county they would move to and why.

## Day 2

1. Assign each immigrant group a color and have students color in the key at the bottom of the **Kansas Counties Map**.
2. Have students mark on a classroom **Kansas Counties Map** (and copy onto their map) the main immigrant group for the five counties they researched. You may also want to display this through a projector.
3. Have students look at the map and discuss “Why do you think people settled in these areas?”
4. Compare the completed classroom map with the **Map of Foreign Settlements in Kansas**. You may also want to display this through a projector.
5. Point out the date difference between their research (1875) and the map (1893-94).
6. Discuss the different groups illustrated on the map compared to the reports they used for research.
7. Ask the following questions over the **Map of Foreign Settlements in Kansas**.
  - Why do you think this map was drawn? On what did you base your answer?
  - What information does this map add to the classroom map and research?
  - How would the information on this map influence where you might live as an immigrant?
8. Painting Analysis
  - Have each set of partners fold one blank sheet of paper into four squares. First fold into half lengthwise and then fold again top to bottom. Unfold paper.
  - Provide each student with an 8 1/2” x 11” mask (a colored sheet of paper with one quadrant removed.)
  - Hand out a copy of the “**Drouthy Kansas**” **Painting Analysis** worksheet face down to each student.
  - Explain to the students that this is a pair-share activity, in which they will each look at the same quadrant of the same picture individually.
  - Direct the students to turn over the “**Drouthy Kansas**” **Painting Analysis** worksheet and place the mask so that only the right top quadrant is visible. You may also want to display this on a projector with a similar mask. They will begin with this quadrant and not switch until the teacher has instructed them to move to the next quadrant. After both students are done looking at the quadrant, they will discuss their findings.
  - Both students will write down everything they saw in the quadrant.
  - After a sufficient amount of time, announce to the entire group when to switch to the next quadrant.
  - Continue to “read” the picture in a clockwise manner—top right; bottom right; bottom left; top left.
  - Once the four quadrants have been reviewed allow the students to reveal the entire picture.
  - Conduct a discussion focused on these questions
    - a. What facts about Kansas do you see?
    - b. What exaggerations do you see?
    - c. What message do you think the painter is trying to convey?
    - d. Who do you think is the targeted audience and why?
9. Photograph Analysis
  - Hand out “**Exaggerated Postcard**” **Photograph Analysis** worksheet to each student.
  - In partners, have the student’s work together completing the table and answering the three questions using the photograph.
  - When all students are done, discuss their answers.
10. Discuss what propaganda is and why it was used.

11. Discuss the facts in both pictures and how the facts were distorted to make people believe something else. Ask students “Why immigrants would believe these pictures?”
12. Discuss the pull factors that brought immigrants to Kansas.
13. If students finish today’s activities early, they can start thinking about what county in which they would like to settle.

### Day 3

1. Give each student an **Immigrant Letter** handout. Each student will use the information he/she has gathered during the previous activities to write a letter to relatives back home.
2. Share the letters with the class if time permits.

### Assessment

- Evaluate the student’s ability to complete the **Immigrant to Kansas** county research.
- Evaluate the student’s ability to write a letter describing their experience in Kansas as an immigrant.

### For the Teacher

#### Definitions:

immigrant—a person who migrates to another country, usually for permanent residence.

propaganda—information that is spread for the purpose of promoting some cause.

pull factor—what draws a person into an area.

#### Push Factors:

They left because of economic, religious and political factors.

- to avoid war
- corrupt governments
- religious persecution

#### Pull Factors:

- to find work
- to make money
- to start a new life
- to own land
- to avoid military service
- to avoid discrimination
- railroad advertisements
- photographs

## Answer Key

### “Droughty Kansas” Painting Analysis

1. Possible answers: large grapes, pouring rain, high river, horses pulling hay or straw on cart, smoke in the air from factories, rolling hills, trees, oversized crops, log lever, shovels, guy on log lever, work Kansas, huge pumpkins, huge watermelon, guy pulling a huge potato, man on ladder trying to reach top of corn stalk, two ears of corn larger than men, several bundles of hay, flooded house, steamboat rainbow
2. Possible answers: crops grown in Kansas, rolling hills, river, rain, steamboats, factories, windmill
3. Possible answers: size of crops, amount of rain in one area, abundance of crops, amount of factories
4. Possible answer: showing how fertile the soil is, the abundance of rain, rich vegetation, industries
5. Possible answers: immigrants, people in the East or foreign lands

### Photograph Analysis

| Objects                     | People                                    | Activities  |
|-----------------------------|---|---|
| Trees                       | two older men wearing hats and suspenders | younger man driving wagon with a cabbages the size of a house on a wagon pulled by two horses |
| telephone/electricity wires | younger man wearing a hat                 | older man talking to younger man  |
| horses                      |   | older man watching the scene  |
| oversized cabbage           |   |   |
| houses                      |   |   |
| trailer                     |   |   |

Targeted Audience: people in the east—abundance of vegetation, promise of growing huge crops, spacious houses, minimal amount of people in picture showing how it is not crowded.

Altered: Show the promise of growing huge crops to make easy money.

## Immigrants to Kansas

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Reports of the Kansas State Board of Agriculture      *Kansas Memory* Item Number: 210899

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Imagine you are an immigrant coming to Kansas. You have traveled from another country in search of a new life and Kansas is your final destination. In order to find the county in which you want to settle, you will need to research five counties at least one from each quadrant of the state (northeast, northwest, southeast, southwest). Using this link: [kansasmemory.org/item/210899/page/2231](http://kansasmemory.org/item/210899/page/2231) gather your information.

### County Name (One quadrant will have two)

**Northwest:** \_\_\_\_\_

**Southwest:** \_\_\_\_\_

**Northeast:** \_\_\_\_\_

**Southeast:** \_\_\_\_\_

**County #1:** \_\_\_\_\_

Population in 1885: \_\_\_\_\_

Largest group of immigrants: \_\_\_\_\_

Main occupation: \_\_\_\_\_

Railroads in the county: \_\_\_\_\_

Schools: \_\_\_\_\_

**Two other pieces of information that may be important in choosing this county:**

\_\_\_\_\_  
\_\_\_\_\_

**County #2:** \_\_\_\_\_

Population in 1885: \_\_\_\_\_

Largest group of immigrants: \_\_\_\_\_

Main occupation: \_\_\_\_\_

Railroads in the county: \_\_\_\_\_

Schools: \_\_\_\_\_

**Two other pieces of information that may be important in choosing this county:**

\_\_\_\_\_  
\_\_\_\_\_

**County #3:** \_\_\_\_\_

Population in 1885: \_\_\_\_\_

Largest group of immigrants: \_\_\_\_\_

Main occupation: \_\_\_\_\_

Railroads in the county: \_\_\_\_\_

Schools: \_\_\_\_\_

**Two other pieces of information that may be important in choosing this county**

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**County #4:** \_\_\_\_\_

Population in 1885: \_\_\_\_\_

Largest group of immigrants: \_\_\_\_\_

Main occupation: \_\_\_\_\_

Railroads in the county: \_\_\_\_\_

Schools: \_\_\_\_\_

**Two other pieces of information that may be important in choosing this county:**

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**County #5:** \_\_\_\_\_

Population in 1885: \_\_\_\_\_

Largest group of immigrants: \_\_\_\_\_

Main occupation: \_\_\_\_\_

Railroads in the county: \_\_\_\_\_

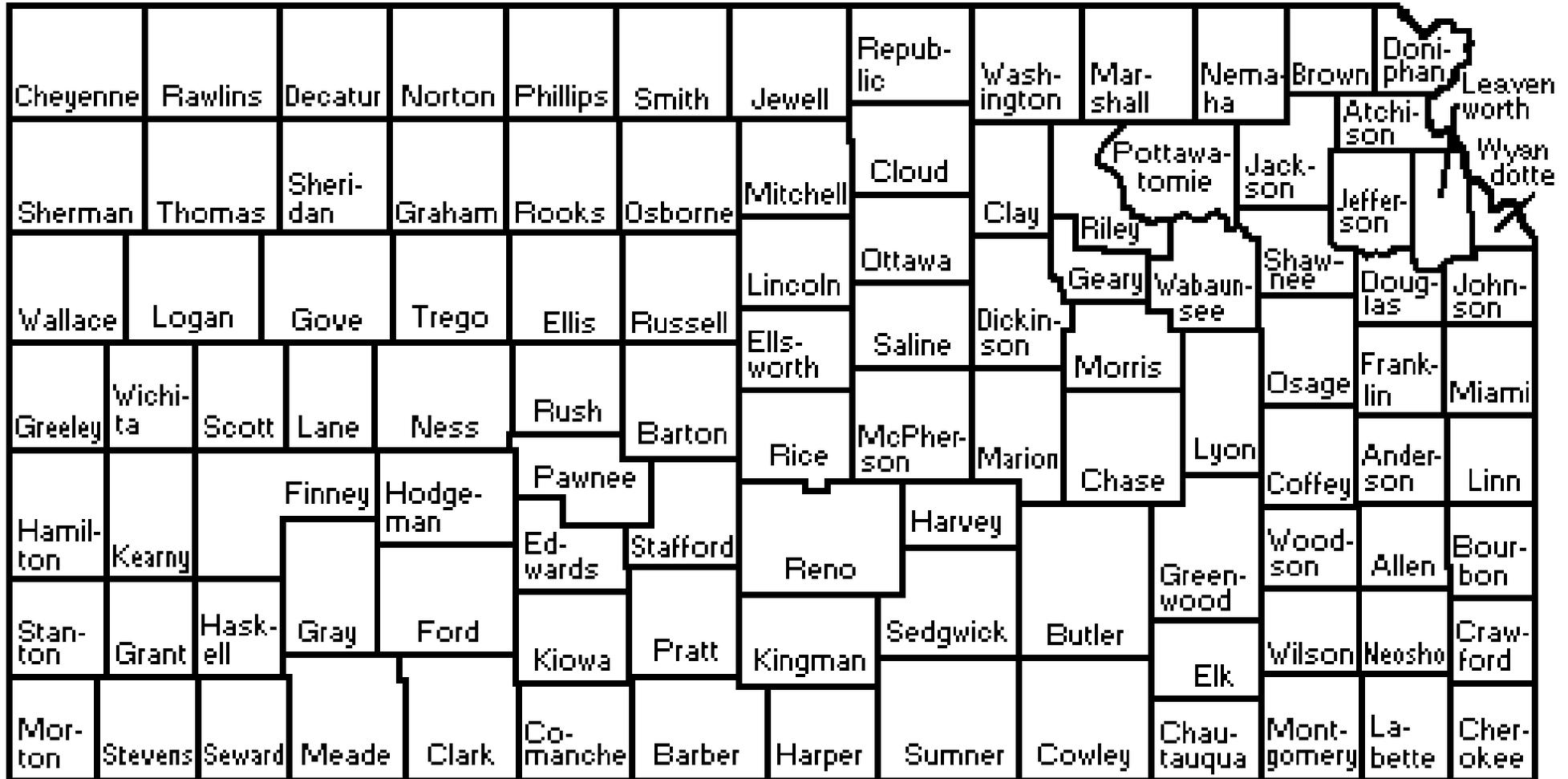
Schools: \_\_\_\_\_

**Two other pieces of information that may be important in choosing this county:**

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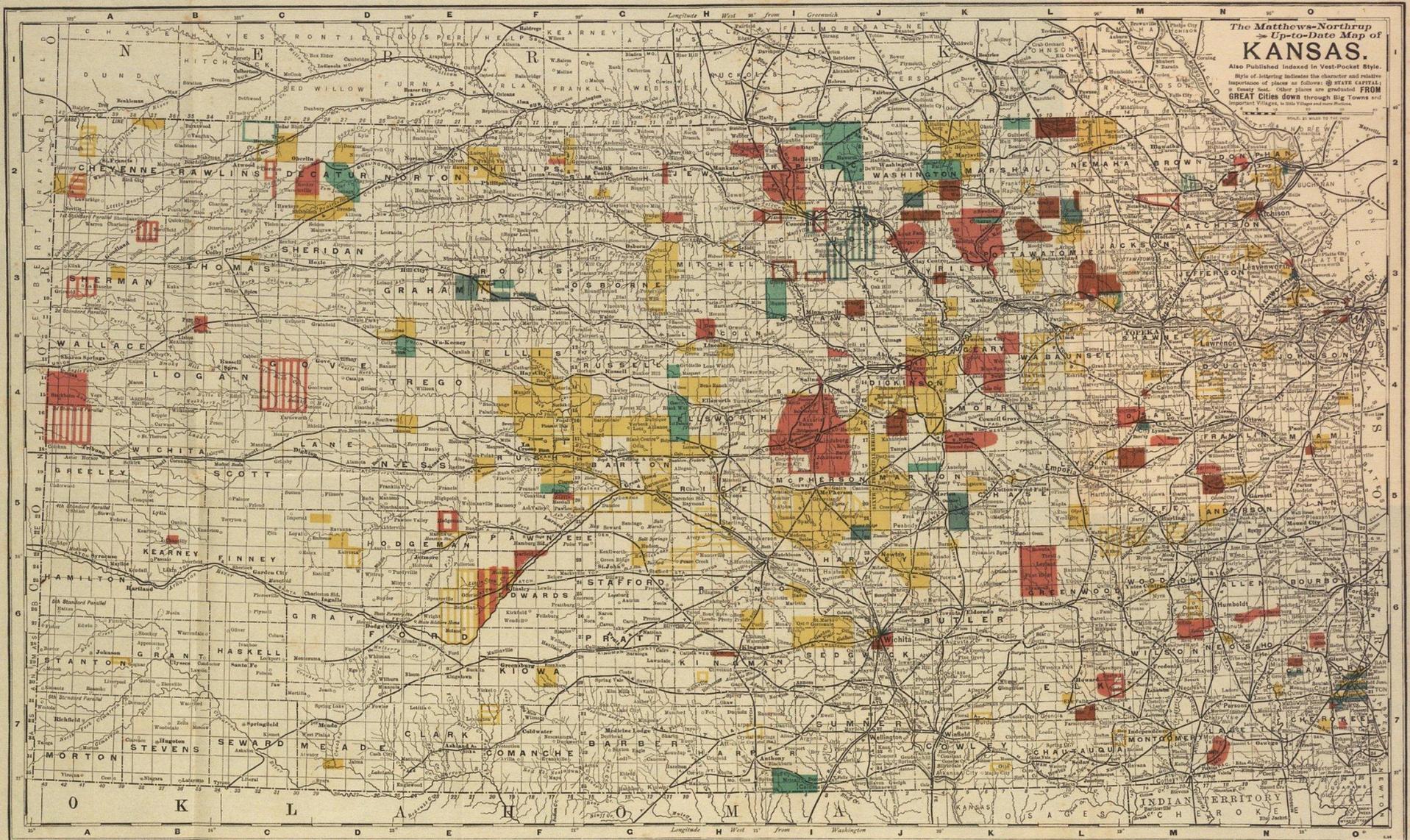
# Kansas Counties Map



- |   |                                   |                                |
|---|-----------------------------------|--------------------------------|
| <input type="checkbox"/> German         | <input type="checkbox"/> Italian  | <input type="checkbox"/> Irish |
| <input type="checkbox"/> Scandinavian   | <input type="checkbox"/> Scottish |                                |
| <input type="checkbox"/> English--Wales | <input type="checkbox"/> French   |                                |

# MAP OF FOREIGN SETTLEMENTS IN KANSAS. (1893-94)

Compiled by W. H. GARRUTH, Professor of German in the State University.



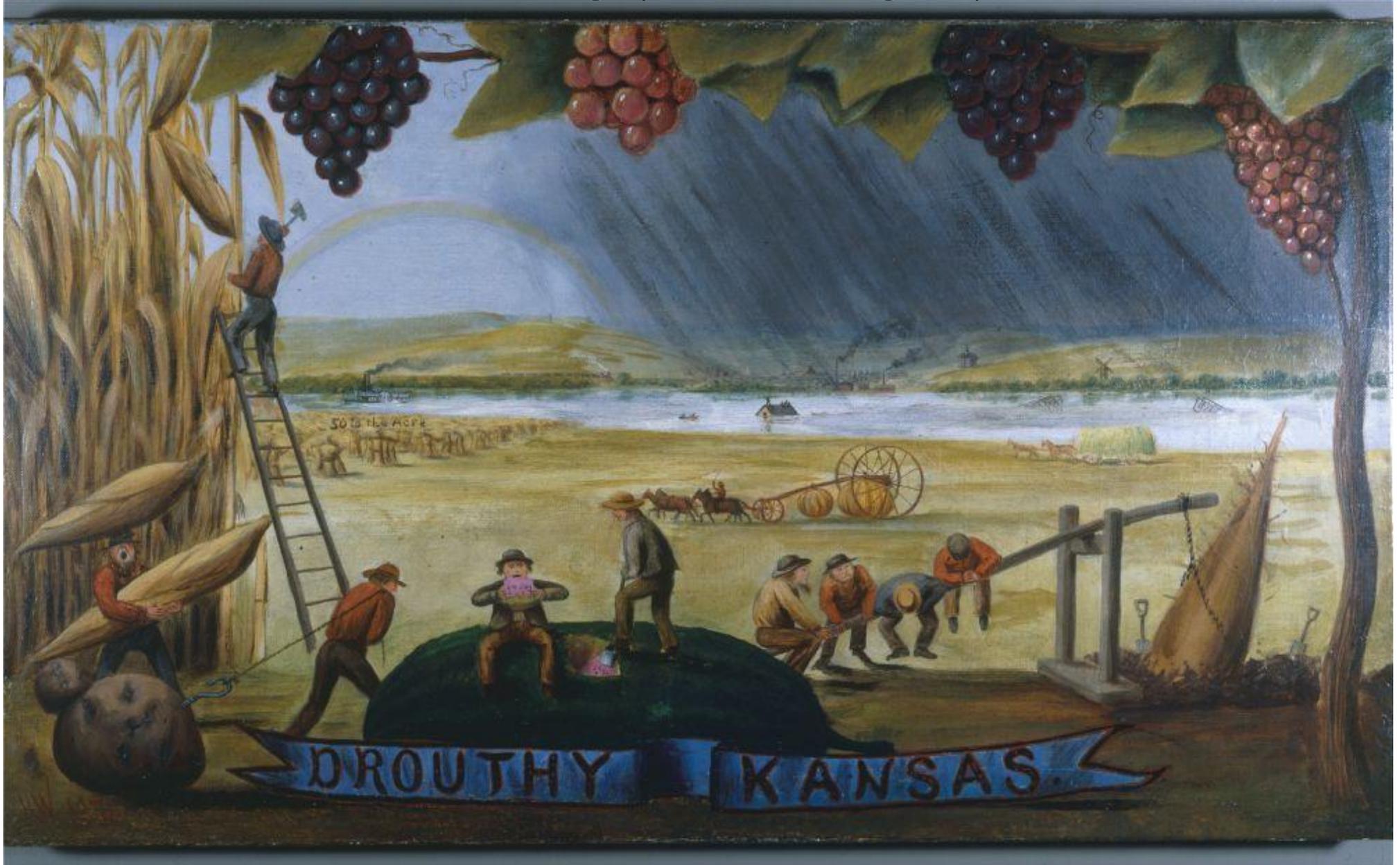
The Matthews-Northrup  
Up-to-Date Map of  
**KANSAS.**  
Also Published Indexed in Vest-Pocket Style.  
Key of coloring indicates the character and relative  
importance of places as follows: **STAR CAPITAL**  
in County seat. Other places are graduated **FROM**  
**GREAT CITIES** down through Big Towns and  
important Villages, to small hamlets and towns.

Copyright, 1894, by The Matthews-Northrup Co., Complete Engraving and Printing Works, Buffalo and New York.

Germans, including Russian Mennonites.
  Scandinavians.
  French & Italians.
  Irish, Welsh & Scotch.
  Bohemians & Hungarians.

The barred sections represent thin or mixed settlements. Colors about cities simply represent large elements of foreigners.

# "Droughty Kansas" Painting Analysis



# Exaggerated Post Card Photograph Analysis



Use the table to list all the objects, people, and activities in the photograph.

| Objects | People | Activities |
|---------|--------|------------|
|         |        |            |

1. Who were the targeted audience and what evidence backs this up?
2. Why was the photograph altered to show exaggeration?
3. Based on what you observed, what are at least two things you can infer from this photograph about the area?
  - a.
  - b.

